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ABSTRACT

This resource catalog is intended for the use of teachers and school administrators looking for an effective program of teaching basic skills using direct teaching. The following categories of products that feature direct teaching are reported--teacher education, reading skills, language arts, and math skills. The characteristics, objectives, and planning of such a program are discussed. Program focus, grade level, and components are described. Ordering information is included. (JD)

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BASIC SKILLS PROGRAMS

FEATURING DIRECT TEACHING

An Educational Products Information Booklet

Developed by:

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FLORIDA LINKAGE SYSTEM PROJECT
Office of Educational Dissemination/Diffusion
Florida Department of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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May 1979

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State of Florida
Department of Education
Tallahassee, Florida
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INTRODUCTION

On the following pages, you will be introduced to educational products which use direct teaching as an instructional strategy for basic skills learning. All of the products listed have demonstrated their effectiveness in field-testing. This means that if you implement the program as specified, you can expect that your students will achieve in a manner similar to field-test students.

If you are receiving this package as a response to a stated problem, you will note that some product names have been checked. These products appear to match the situation you have described. Descriptions of checked products are included in this information packet. If you wish, you may request information on products not checked.

If you have requested general information on direct teaching, you will receive only this packet which lists products which use direct teaching as an instructional strategy. You may receive more specific information on any of the products listed by detaching the form on the last page, checking the name of the product for which you wish to receive more information and sending it to FREE, Office of Educational Dissemination/ Diffusion. Florida Department of Education. The Knott Building, Tallahassee, Florida, 32304. The telephone number you may call collect is (904) 487-1078.

Be sure to state the name of the product for which you wish to receive more information, and the name of the packet in which it is listed. (The name of this packet is BASIC SKILLS PROGRAMS WHICH FEATURE DIRECT TEACHING).

BASIC SKILLS PROGRAMS

WHICH FEATURE DIRECT TEACHING

Direct instruction is an instructional strategy in which:

1) the goals of instruction are made clear to the student,

2) the student proceeds immediately to gain information on practice to reach the goal,

3) the student produces a response,

4) the response is monitored and informative feedback about the performance is given.

Direct instruction can be accomplished by teachers, tutors, programmed materials, or CAI.

Direct Teaching occurs when:

1) the teacher informs the student of the goal,

2) the teacher guides the student in the recall of previous learning,

3) the teacher directs the student to respond to questions or task requirements,

4) the teacher monitors the response and informs the student about his performance.

EFFECTIVENESS OF DIRECT TEACHING

When the educational goal is basic skills, research indicates that a direct teaching strategy results in increased acquisition of student skills (Berliner & Rosenshine, 1977).

In a USOE sponsored study which compared nine instructional strategies used in compensatory education at the primary level, the direct teaching method demonstrated greatest gains in all measures: reading comprehension, word knowledge, spelling, language, math computation, math concepts, and problem solving. Students in direct teaching programs also recorded the highest self-esteem scores. (Becker & Engelmann, 1977).

CHARACTERISTICS OF AN EFFECTIVE DIRECT TEACHING PROGRAM

1. The student can state the goal (objective) of the lesson because the teacher has informed him of the purpose of the activity.

2. The student is engaged in a lesson that is part of a sequence of steps so that the learning is not "choppy" or "disjointed".

3. The student is ready to respond to the assigned task because the teacher has prepared the student by recalling previous skills and knowledge.

4. The student's activities are appropriate for learning the objective. For example, the student "says" outloud when "saying" is the best response, and "selects from written examples" when "selecting" is the best response.

5. The student stays "on task" because the teacher monitors the student's behavior.

6. The student responds to convergent (factual) questions rather than to divergent (open-ended or multi-answer) questions.

7. After the student has performed, he/she receives feedback. This feedback comes immediately after the response. This feedback tells the student if he/she was accurate or guides the student in the production of a correct response.

8. The student proceeds through all of the steps of direct instruction in one "sitting". The teacher aids the student by planning lessons that include all the steps. The school aids the student by allocating enough class time so that steps can be accomplished without interruption.

9. The student <u>feels</u> capable of performing because the teacher provides a warm and encouraging atmosphere.

10. The student receives direct instruction when basic skills objectives are to be learned, but when the curriculum contains other types of objectives, the teacher uses other types of instructional strategies, e.g. discovery, self-directed activities, group planning, etc.

PLANNING FOR ADOPTION OF DIRECT TEACHING

Most teachers presently use some form of direct teaching. Direct teaching can be improved by attending to the following dimensions:

1. Is the teacher capable of planning a lesson which includes all the steps for direct instruction?

2. Does the school schedule its activities so that a teacher has the time to accomplish all the steps without interruption?

3. Has the school or district provided the teacher with a reasonable number of critical objectives in the basic skills area?

4. How is feedback to students presently handled? Can the school or district provide teachers with support for appropriate feedback practices?

5. Are demonstrations or in-service programs available for teachers who wish to develop direct teaching skills?

6. Are direct teaching techniques being used for appropriate objectives? Are instructional strategies varied depending upon the educational goal?

Educational Programs which Feature Direct Teaching

The educational programs listed here have been shown to be effective in field testings. A school that implements a validated program can expect gains similar to those made at demonstration schools.

The following categories of products which feature direct teaching are reported: teacher education, reading skills, language arts, and math skill.

Teacher Education

EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI)

Target Audience: Teachers, K-12

Description: Teachers learn how to accomplish all of the steps of direct teaching efficiently in the ECRI program. The teacher skills are applicable to all phases of reading

and to students of all abilities from kindergarten to adult. ECRI techniques can be used with existing basal text programs. The program also provides materials that can be used as a skills and management program.

PROJECT INSTRUCT

Target Audience: Teachers, K-3

Description: PROJECT INSTRUCT is a language arts program which uses direct teaching as the instructional strategy. A school may adopt (without adopting any other materials from Project INSTRUCT) a teacher training module, "Direct Teaching Techniques for Low-Achieving Students." A school district may contract with the INSTRUCT staff for assistance in implementing direct teaching techniques district-wide.

Reading Skills

ALPHAPHONICS

Target Audience: Grade K

Description: This reading readiness program provides lessons so that teachers directly teach children to see, hear, and say letters and sounds. The program has many activities and games that reinforce the direct instruction.

PRE-READING SKILLS PROGRAM (PRS)

Target Audience: Grade K or 1

Description: The PRS program uses direct teaching followed by games and activities to teach letter and sound recognition and sound blending. Teachers work with individuals, small groups, or the whole class at different times. The skills are sequenced so that all children master the sound-symbol relationship.

PROJECT MARC

Target Audience: Grades K-2

Description: This program emphasizes direct teaching of basic skills to small groups of students (1 or 2 in K, 3 or 4 in Grade 1, 4 to 7 in Grade 2). Learning centers

PROJECT MARC (Continued)

with numerous activities and games reinforce the direct teaching. In-service training in direct teaching methods for sound and letter recognition and for sound blending are a critical feature of Project MARC.

ACTION READING

Target Audience: Grade 1, Remedial

Description: ACTION READING uses direct teaching and the association of an action with a sound-symbol pair to teach sound and letter recognition and sound blending. Children, at the teachers'direction, do a lot of verbal responding. The actions, along with verbal responses, make the practice appropriate. The program includes activities which introduce students from language-poor homes to books and book reading. This program has been used successfully in 3rd to 5th grade remedial classes.

SWRL/GINN READING PROGRAM

Target Audience: Grades K-4

Description: This basal reading program emphasizes the ability to decode print words and to comprehend print text. Daily sessions (30 minutes) of teacher directed instruction are required along with individual practice which reinforces the direct instruction. Aside from demonstrating success with children of all abilities and backgrounds, the SWRL/GINN READING PROGRAM is inexpensive to adopt in comparison with other basal text programs.

SPIRAL (SYSTEMATIC PROGRESS IN READING AND LITERATURE)

Target Audience: Grades 4-6

Description: This reading comprehension program stresses basic comprehension skills in the content of concept development while nurturing interest in reading for enjoyment and self-management through decision-making and problem-solving. Literature skills are taught mainly through Teacher-Guided Discussion Lessons (TGD's) where the student is taught how to question what is read and to make judgements on content. (This program will be available by Fall, 1979).

OPEN COURT LANGUAGE ARTS CURRICULUM

Target Audience: Grades K-6

Description: The OPEN COURT READING FOUNDATIONS program uses direct teaching in decoding and early comprehension skills. The in-service training and the teacher's manuals provide sufficient guidelines for a teacher so that direct teaching strategies occur smoothly. This commercial program has hardback basal readers and a number of other features that will be familiar to teachers who use typical basal reading programs.

PROJECT INSTRUCT

Target Audience: Grades K-3

Description: Project INSTRUCT was introduced in the Teacher Education Section. Along with special components in direct teaching techniques, the program has a word attack program and a reading skills program that is to be used with a typical basal text program. Project INSTRUCT components provide teachers with materials and guidelines that insure continuous progress using direct teaching.

EXEMPLARY CENTER FOR READING INSTRUCTION

Target Audience: Grades K-12

Description: Mentioned above for its teacher education in direct teaching strageties, the ECRI program also provides specific materials for Word Attack Skills, Reading Comprehension, and Oral Reading Skills.

SRA DISTAR READING

Target Audience: Compensatory or remedial students,Grades K-4

Description: In use since the 1960's, the DISTAR READING PROGRAM has demonstrated consistent results in improving reading skills of students with special needs. Each direct-teaching lesson spells out the sequence of steps so that a teacher is assured that students are receiving complete instruction.

In a study of national Follow-Through programs, the DISTAR reading system was evaluated as the most effective of nine programs studied. The Follow-Through programs which used the SRA DISTAR Systems are: PROJECT FOLLOW-THROUGH (East St. Louis), FLINT FOLLOW-THROUGH PROJECT, and DAYTON FOLLOW-THROUGH PROGRAM. Follow-Through programs have additional components in management, parent involvement and health. These validated programs may be adopted in Follow-Through or regular classrooms.

EARLY CHILDHOOD PREVENTIVE CURRICULUM (ECPC)

Target Audience: Students identified as high-risk first graders.

Description: Students are diagnosed in pre-reading skills concept development and oral language development. Prescriptive instruction includes direct teaching followed by reinforcement at learning centers.

DELTA WORD ATTACK PROGRAM

Target Audience: Students who need more time to learn, Grades 1-5.

Description: DELTA WORD ATTACK program provides a management system for continuous progress in word attack skills through diagnosis and prescriptive instruction. Teachers are provided with clear-cut directions for direct teaching of early decoding skills. Games and activities reinforce the skills learned during direct instruction.

SRA CORRECTIVE READING PROGRAM

Target Audience: Students who are hesitant or stumbling word callers, grades 4-12.

Description: Teacher-directed lessons call for oral responding by students. Group oral reading and individual oral reading of specially-constructed text insures consistent learning of reading skills which produce fluent readers.

Language Arts

PROJECT INSTRUCT (Spelling and Handwriting)

Target Audience: Grades K-3

Description: Project INSTRUCT is a language arts program which includes reading, spelling and handwriting. The instructional strategy used is direct instruction. In-service training provides teachers with the skills to teach all children basic skills in language arts.

EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI)

Target Audience: Grades K-12

Description: The ECRI Program includes teacher training and student materials for teaching handwriting, print, and cursive.

INDIVIDUALIZED LANGUAGE ARTS

Target Audience: Grades 1-12

Description: The objectives of this program are to improve students' ability to express ideas in writing. Three times a year teachers sample and diagnose student writing. Prescriptive instruction includes direct instruction for basic skills in language expression.

Oral Language Development

CONCEPTS AND LANGUAGE (C & L)

Target Audience: Pre-school to kindergarten children.

Description: C & L is a multimedia program designed to develop language skills and teach concepts needed for successful school learning. Students learn concepts related to self, family, school, and community.

LANGUAGE AND THINKING

Target Audience: Pre-schoolers to first graders

Description: Students learn concepts of color, shape, direction, and actions. Students are asked to compare, classify, and create. Teachers direct the learning, encourage much student responding, and interact with students to guide learning after initial responding.

BOEHM RESOURCE GUIDE FOR BASIC CONCEPTS

Target Audience: Pre-school to first grade children

Description: This kit contains a teacher's manual which clearly structures lessons for concept learning using direct teaching techniques. Relational concepts, such as above/below, forward/backward, form the core of concept introduced in the kit. However, the method prescribed for concept teaching can be used with any age group and for any concept.

COORDINATED HELPS IN LANGUAGE DEVELOPMENT (CHILD)

Target Audience: Teachers, K-2

Description: This $5.50 teacher's guide provides 78 lessons that improve the child's oral language usage. The teacher directs the child's instruction and monitors the child's language ability by observing responses in natural settings.

SRA DISTAR LANGUAGE KITS

Target Audience: Grades K-4

Description: A sequence of steps for language learning is provided in three kits. Clear directions for the teacher specify steps for direct teaching. Objectives introduced in direct teaching are reinforced by independent activities. DISTAR LANGUAGE kits may be used with small groups or with an entire class.

SWRL/GINN EXPRESSIVE LANGUAGE PROGRAM

Target Audience: Grades K-4

Description: This program provides comprehensive resources for the teacher with no background or training in drama or public speaking. The activities promote skills in (1) non-verbal expression, (2) verbal expression, (3) fluency, (4) story construction, and (5) self and peer evaluation. The teacher directs the weekly activities. Materials for one class for the year cost approximately $64.00.

Mathematics Skills

BREVARD COUNTY LEARNING ACTIVITIES MATH PACKAGE
(B. Co. LAMP)

Target Audience: Grades K-6

Description: Teachers direct students' learning of math by providing experiences and directing questions. Concrete manipulatives are used when concepts are introduced. Students repeat practice using semi-concrete materials, and finally perform using symbolic materials from basal math text.

SRA DISTAR ARITHMETIC

Target Audience: Grades K-3

Description: Clear teacher instructions promote all the steps of direct instruction used to introduce arithmetic concepts. Skills are reinforced in independent activity, in take-home worksheets and in review sessions directed by the teacher. A major focus of DISTAR ARITHMETIC is the application of skills in the solution of story problems.

MATHEMATICS FOR INDIVIDUAL ACHIEVEMENT

Target Audience: Grades K-6

Description: Teachers introduce concepts using direct teaching techniques, and check on student understanding by observing the student doing independent work. The concepts are organized by single-topic learning kits which proceed by small steps so that topics are mastered.

KEYMATH

Target Audience: Grades K-8

Description: KEYMATH is a diagnostic skills test, not a full mathematics program. In administering the test, the teacher interacts with the student in a one-on-one setting. The teacher directs the student and monitors his/her responses during the 30 minute session. Test directions instruct teachers in how to question students to elicit their knowledge (or lack of knowledge). Teachers may use the knowledge gained during diagnosis to prescribe needed instruction. The re-usable easel-kit test book and test manual costs only $25.

PRE-ALGEBRA DEVELOPMENT CENTERS

Target Audience: Grades 7-8, or remedial

Description: Four activities are designed for students: (1) diagnosis, (2) classroom for direct instruction, (3) self-directed laboratory, and (4) self-directed reading and problem-solving. The concepts taught by direct instruction are reinforced by game-like activities in the lab and by application in self-directed problem-solving.

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1. Barbara Bateman, "Teaching Reading to Disabled Children: A Fourth Approach," in Theory and Practice of Early Reading, edited by L. Resnick and P. Weaver. Hillsdale New Jersey: Lawrence Earlbaum Associates, 1977.

2. Wesley C. Becker and Siegfried Engelmann, The Oregon Direct Instruction Model: Comparative Results in Project Follow-Through - A summary of Nine Years Of Work. Eugene, Oregon, University of Oregon Follow-Through Project, May 1977.

3. David C. Berliner and Barak Rosenshine, "The Acquisition of Knowledge in the Classroom," in Schooling and the Acquisition of Knowledge, edited by R.C. Anderson, Lawrence Earlbaum Associates, 1977.

4. Doris T. Gow, A Synthesis of Research in Basic Skills, Pensylvania School Improvement Program, Pittsburg Learning Research and Development Center, University of Pittsburg, 1977.

References (continued)

5. Lauren B. Resnick and Isabel B. Beck, "Designing Instruction in Reading: Interaction of Theory and Practice," in Aspects of Reading Acquisition, edited by J.T. Guthrie Baltimore, MD., Johns Hopkins University Press, 1977.

NAME OF PROGRAM	GRADE LEVEL	CURRICULUM AREA			PROGRAM COMPONENTS					INITIAL COSTS OF IMPLEMENTATION PER STUDENT
		Reading	Language Arts	Math	Training for D-T Techniques	Diagnosis	Reinforcement Activities	Record Keeping	Parent Information	
Exemplary Center for Reading Instruction[b] (ECRI)	K-12	X	X		X	X	X	X		$185 per day for consultants
Project INSTRUCT[b]	K-3	X	X		X	X	X	X	X	$2 - $5
ALPHAPHONICS[b]	K	X					X	X	X	$10 per student
Prereading Skills Program (PRS)	K or 1	X			X	X	X	X	X	$8
Project MARC[a]	K-2	X	X		X	X	X	X		$4 - $10.50
Action Reading	1 or R	X			X		X		X	$8
SWRL/GINN Reading	K-4	X			X	X	X	X	X	$3.30
Open Court Language Arts	K-6	X	X		X		X			$10.30 - $21.65
SRA Distar Reading	K-4	X			X	X	X	X	X	$10.35 - $25.20
SRA Distar Language	K-3		X		X	X	X	X	X	$6.35 - $10.75
SRA Distar Math	K-4			X	X	X	X	X	X	$6.50 - $8
Project Follow Through: East St. Louis[a]	K-3	X	X	X	X	X	X	X	X	SRA materials and staff
Flint Follow Through[a]	K-3	X	X	X						SRA materials and staff
Dayton Follow Through[a]	K-3	X	X	X	X	X	X	X	X	SRA materials and staff
Early Childhood Preventive Curriculum[b] (ECPC)		X	X		X	X	X	X		Varies with school's current materials
Delta Word Attack	1-5 (R)	X			X	X	X	X		$2.75

a - Eligible for State Adopter Grants
b - Eligible for State Facilitator Support

NAME OF PROGRAM	GRADE LEVEL	CURRICULUM AREA			PROGRAM COMPONENTS					INITIAL COSTS OF IMPLEMENTATION PER STUDENT
		Reading	Language Arts	Math	Training for D-T Techniques	Diagnosis	Reinforcement Activities	Record Keeping	Parent Information	
SRA Corrective Reading Program	4-12 (R)	X			X	X	X	X		$10.85
Individualized Language Arts[b]	1-12		X			X	X	X		Consultant fees + $12 for one set of materials
Concepts and Language (C & L)	K-1		X		X				X	$2.35
Language and Thinking (L & T)	K-1		X		X	X				$10.15 for all modules
Boehm Resource Guide for Basic Concepts	K-1		X		X		X			$1.50
Coordinated Helps in Language Development	Teachers K-2		X			X	X			$5.00 per teacher
SWRL/GINN Expressive Language	K-3		X							$2.45
B. Co. LAMP (Math)[a]	K-6			X	X	X	X	X		$6.10
Mathematics for Individual Achievement	K-6			X		X		X	X	$4.30 - $9.70
KeyMath	K-8			X		X		X		$24 per test kit
Pre-Algebra Development Centers	7-8			X		X		X	X	$4.00 plus lab activities

a - Eligible for State Adopter Grants
b - Eligible for State Facilitator Support

BASIC SKILLS PROGRAMS
WHICH FEATURE DIRECT TEACHING

To receive more information, check the name of the selected product(s) on this sheet. Detach, fold so that address shows, and mail.

Teacher Education

_____ EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI)
_____ PROJECT INSTRUCT

Reading Skills

_____ ALPHAPHONICS
_____ PRE-READING SKILLS PROGRAM (PRS)
_____ PROJECT MARC
_____ ACTION READING
_____ SWRL/GINN READING PROGRAM
_____ SPIRAL (SYSTEMATIC PROGRESS IN READING AND LITERATURE)
_____ OPEN COURT LANGUAGE ARTS CURRICULUM
_____ PROJECT INSTRUCT
_____ EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI)
_____ SRA DISTAR READING
_____ EARLY CHILDHOOD PREVENTIVE CURRICULUM (ECPC)
_____ DELTA WORD ATTACK PROGRAM
_____ SRA CORRECTIVE READING PROGRAM

Language Arts

_____ PROJECT INSTRUCT
_____ EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI)
_____ INDIVIDUALIZED LANGUAGE ARTS

Oral Language Development

_____ CONCEPTS AND LANGUAGE (C & L)
_____ LANGUAGE AND THINKING
_____ BOEHM RESOURCE GUIDE FOR BASIC CONCEPTS
_____ COORDINATED HELPS IN LANGUAGE DEVELOPMENT (CHILD)
_____ SRA DISTAR LANGUAGE KITS
_____ SWRL/GINN EXPRESSIVE LANGUAGE PROGRAM

Mathematics Skills

_____ BREVARD COUNTY LEARNING ACTIVITIES MATH PACKAGE (B. Co. LAMP)
_____ SRA DISTAR ARITHMETIC
_____ MATHEMATICS FOR INDIVIDUAL ACHIEVEMENT
_____ KEYMATH
_____ PRE-ALGEBRA DEVELOPMENT CENTERS

NAME: _____

SCHOOL: _____

ADDRESS: _____

_____

ZIP: _____

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